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Title of the Research	Teaching Language Skills and Material Production through Video clips, Film Segments and Songs.

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Title:

Teaching Language Skills and Material Production through video clips, Film Segments and Songs.

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Rationale and significance of the study

The teaching of any language, when done through innovative methods, always has a greater effect than employing conventional ones. When English is taught through audio-video aids productively exploiting a student's faculties of seeing and hearing, adopting an *interdisciplinary and integrated approach,* affects students positively in the acquisition of language skills. Due to the advent of interactive technology (i.e. CD-ROM's, virtual reality generators etc.) and the coming of age of interdisciplinary arts presentation, the teaching of English can become a fast process, in the process enriching a serious student's knowledge. Whenever an audio-video product such as a film, television program or an audio CD is projected in a classroom students perceive, experience, and respond to it in a much more positive manner than they would to any standard text or passage.

Aims and objectives

It is the goal of research work is to provide teachers an effective way of organizing resources building language skills while exposing students to art and music. For this, I shall use the film genre, as cinema lends itself easily to assorted combinations and study of various disciplines. Through cinema, we achieve better understanding of ourselves. For example, watching a film about someone from different cultures, or viewing someone with special needs gives students greater insights into how other kinds of people experience the world.

Videos/film clips:

Like English songs, English language videos can be used for an assorted variety of language teaching, exercises. Television, for the same, is a lazy medium, providing very few mental challenges. It indulges in spoon-feeding the mind with sounds and sights, with very little room for imagination. Lots of ideas can be exploited to use this tool. How about asking students to create a dialogue from a scene? Or how about, getting a section of a class to watch and describe it to the other? Yes! We can simply use freeze-frame techniques where one watches and pauses when it gets very interesting, then asks students a number of questions about what happens next. I often use Mr. *Bean* as its emphasis on very little dialogue is extremely conducive to getting students to interestingly describe scenes.

Scope of the study

We should encourage the students to see as many films as possible outside the classroom or parts of films in the classroom. Watching films is very important as it increases their visual and critical awareness. Watching films in the classroom can be realized through recording them. We have tried to make the activity of film-watching an active rather than a passive one. This can be done in a variety ways as setting questions about the film, promoting discussions in small groups, asking the students to comment on various things, inviting criticism, etc. We may also stop the film from time to time and ask the students what has happened so far or guess what might happen next. Another way might be turning the sound down and asking the students to imagine or make up dialogues.

Methodology

Films help a lot the aim of helping learning English through films, depending on the procedure the teachers decide to follow.. It would be great to find English films with English subtitles. They

make understanding the language easier as listening to authentic language is more difficult than seeing the expressions written, thus matching the words with pictures and voice. Jane Shermon says,

“The eye is more powerful than the ear”. (Jane Sherman, 2003)

In this case the students are offered both reading and listening. Usually students prefer more reading than listening, with few exceptions. While using a film in the classroom ,we must pay attention to the accent, voice ,body language, choosing of the words, training ear and the eye, lifestyle, plot idea, summary, what‟s going on, why and how, and many other things depending on the aim we have put to ourselves. The overall aim has always been to maximize comprehension and learn more English. But we all know that watching a full feature film needs more time than teaching hours. So, we need to be able to fit films into a classroom schedule organizing different activities that help this aim. In order to save time we might tell the story of the film ourselves, illustrating it by showing three or four key scenes without telling the end.

Another way of using the films to teach English is that of comparing the film with the book if the same story appears in both ways. This kind of activity can be done before or after watching the film, it can be used to adopt or compare characters, to compare differences and similarities, using the Venn Diagram, between the book and the film, the examples might be innumerous. The book may be used to supplement and clarify the film, but at the same time the film may be used to illuminate the book. All these could be done through several activities.

We may also give assignments to our students, write about your favorite film, your favorite characters, your favorite actors, what makes them your „favorites‟, the differences you see if a book has been made into a film, etc. When a preliminary work is done before watching the film the above activities may produce interesting writing/speaking activities. These kinds of activities

also contribute to the promotion of critical thinking especially in evaluating films and improving language skills.

Other ways of using films in the classroom are: Segmenting the film, pre-watching, while-watching and post-watching activities, which are very useful as cloze exercises, quizzes, related readings, websites, film presentations, discussions, research work, etc.

Of course, there are not ready made recipes to be followed. Teachers should be creative and decide themselves for the procedures that they feel that have worked well

Cinema also sparks off the imagination of students in ways class discussions do not. While teachers have pedagogical goals they run risks of students not willingly applying themselves.

Music:

Neuroscientists have found that musical and language processing occur in the same part of the brain and there appear to be parallels in how musical and linguistic syntax is processed (Maess and Koelsch 2001: 540-545). Neurobiologist Jude Tramo suggests that while music represents the biological side of human life, it also shows the aesthetic part (Jensen 2002: 1-3). At this point it can be suggested that music should play an important role in the education of every child. Classroom activities designed with songs can be employed as they can be interesting and motivating for children in primary education. In this context, Murphy analyzed the lyrics of pop songs and found that they were very effective in teaching a second language as they present a different teaching approach to second-language learners (Kristin 2001: 1). In addition, Eden (1998: 139) has something to say about the relationship between language and music:

“Music and language sit comfortably together…Historically, we can think of storytelling and song being used as an exchange, as entertainment, even as a work aid… With younger people there

are some largely unexplored and underestimated opportunities for teachers to develop language through musical activities" Although language course books offer a variety of language activities many of them do not appeal to the needs and interests of children. After a while lessons turn out to be monotonous and the students begin to lose their interest in the subject to be taught. Although children exercise a good deal of both cognitive and affective effort to internalize both native and second language, teaching them a second language successfully requires specific skills and intuitions that differ from those appropriate for adult teaching (Brown, 2001 :86). Since children (up to age of about eleven) are still in the intellectual stage of what Piaget (1972) called "concrete operations "we need to remember their limitations. At this point Brown (2001:87) suggests that rules and explanations and abstract talk with children should be approached with extreme caution. On the other hand, the attention span of children is very short, and they are focused on the immediate here and now, the activities used in the classroom should be designed to capture their immediate interest. For that reason a lesson needs a variety of activities which will keep interest and attention alive. At the same time in teaching practices children need to have all five senses stimulated with a broad range of in-class activities. As children are good at sensing language that is no authentic, it is likely that they can reject "canned" or stilted language (Brown, 2001: 90).

Incorporating songs into language curriculum of primary schools can be suitable for the learners and teaching objectives. It should be attractive as well as appropriate for the level of the class. While doing language work the song used should contain examples of structures, functions, or vocabulary the teacher wants to work on. In addition, the lyrics can help the students to do comprehension or discussion work at primary level. Sarıcoban and Metin (2000) in their article state that songs can be one of the most enchanting and culturally rich resources that can be easily used in language classrooms and they add that the songs to be chosen can offer a change from routine classroom activities acting as precious resources to

teach a variety of language items such as sentence patterns, vocabulary, rhythm as well as their skills in four language skills. As cited in Sarıcoban and Metin (2000), Lo and

Fai Li (1998: 8) suggest that learning English through songs provides a relaxing atmosphere for students, who usually are anxious when speaking English in a formal classroom setting. Many activities which employ rhythm practice with songs can reinforce the recalling and retention process as they are highly memorable and motivating. Children's world is dominated by songs at the early ages and teachers can meet their expectations and needs.

Use of songs can facilitate learning by reducing stress in the classroom. The degree of receptivity to comprehensible input depends on the state of the affective filter. This refers to the emotional state of the learner at the time of exposure to the language input. According to Krashen"s (1985) affective filter hypothesis, learners raise this imaginary protective filter when they are stressed, frustrated, embarrassed, anxious or bored. Music can develop human senses with retrieving knowledge and reducing stress. Hence, motivation and interest in language can be increased. In ELT music can be an essential step for listening and learning (Wolf 1992: 47). In listening songs disperse the feeling of monotony created by the ritualistic process of typical lesson and offer variety in the classroom. They provide motivating subjects (social, political, sentimental, etc) which can feed plenty of speaking and writing activity. At the same time they capture and maintain the learner's interest in listening particularly if they are structured on the pre-, while, and post-listening framework (Kotadaki 2002). Students in generally love music and songs as part of classroom activities, silent or shy students can be encouraged to speak in front of their peers through music. The teacher can draw the attention of his/her students to certain discussion points by using music in his/her teaching experience.

Tentative Chapterisation

Chapter One

Introduction

1.1 Preliminaries

1.2 The four language skills: process and product approach

1.3 Classification of language skills: receptive and productive

1.4 Integration of language skills

1.5 Conclusion

Chapter Two

Literature Review

2.1 Preliminaries

2.2 Survey of theoretical books on the research topic

2.3 Survey of practical material on the research topic

2.4 Conclusion

Chapter Three

Research Methodology

3.1 Preliminaries

3.2 Hypothesis

3.3 Research Questions

3.5 Pre-test

3.5 Post-test

3.6 Conclusion

Chapter Four

Supplementation

4.1 Preliminaries

4.2 Text book as anchor

4.3 Limitations of Textbook

4.4 Need for supplementation

4.5 Conclusion

Chapter Five

Materials Production

5.1 Preliminaries

5.2 Materials on Songs

5.3 Material on Video Clips

5.4 Materials on Film Segments

5.5 Conclusion

Chapter Six

Data Analysis

6.1 Preliminaries

6.2 Collection of Data

6.3 Classification of Data

6.4 Analysis

6.5 Conclusion

Chapter Seven

Conclusion

7.1 Preliminaries

7.2 Research Finding

7.3 Recommendations

7.4 Suggestion for future research

7.5 Conclusion

Population and Sampling:

The population of the study consists of 4th and 5th grade (basic and pre intermediate level EFL students) students and teachers at Language Institutes including ELTIS.

Hypothesis

If used properly, songs and film segments can make teaching and learning process effective, though they may not replace the regular classroom teaching.

Reference to past work done in this area.

At ELTIS, I always use songs or film segments to teach language skills. After finishing Tenses I always show them film segments (Pursuit of Happiness) to revise their Simple past and past continuous Tenses.

I use Bumble bee Video to teach Simple future tense. The songs, music and live motion picture make the classroom lively and students enjoy and learn the technical part such as sentence structure easily**.**

Possible Conclusion:

The series of activities that can be developed from the songs/film clips- videos can offer a great deal of advantages in promoting the learning of English by stimulating students‟ interest and enhancing students‟ involvement. It is also important that language teachers should be creative and innovative in their teaching practices.

Using songs/film clips- videos in the classroom they can deviate occasionally from the routines and do something refreshing and different in the classroom. This does not require too much effort to find a song. This means students‟ participation in the lesson. In addition, several techniques can be incorporated into English language teaching with the songs used. Songs/film clips- videos can bring about communicative aspects of language teaching in our language classrooms. With songs/film clips- videos successful and enthusiastic learning can be provided.

Modern technology while putting at our disposal an array of equipments, also gives us the leeway to prepare and develop lesson-plans in order to slowly but steadily make the student realize his/her own potential. At the moment it is with a combination of the traditional and the modern that we have to proceed so that the giver and the receiver both profit to the maximum. The teacher must have the least possible botheration while teaching, while the student must have the maximum amount of knowledge imparted to him through the optimum utilization of these tools.

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